



	<h2>Writing Goals/Objectives</h2>
	<ul style="list-style-type: none"> ■ Increase effective communication ■ Aid teachers in developing learning strategies and activities ■ Encourage thinking about assessment 

	<p>If you are asked to explain the difference between goals and objectives...</p>
	<ul style="list-style-type: none"> ■ Goals – <u>General</u> statements stating in vague terms (<i>know, comprehend, understand</i>) the behavior expected of a student at the end of an instructional period. ■ For example, the student will <i>know</i> the 50 states of the United States. 


	<p>If you are asked to explain the difference between goals and objectives...</p>
	<p>Objectives</p> <ul style="list-style-type: none"> – highly <u>specific, measurable</u> statements indicating the behavior expected of a student at the end of an instructional period. – Action verbs are used because they are measurable. – Example: The student will <i>list</i> the 50 states of the United States.

	Writing Goals/Objectives
	<ul style="list-style-type: none"> ■ Goals/objectives indicate the intent, end result, or competency desired in a student at the end of an instructional period. ■ Must be written in terms of <u>student</u> behavior. ■ Must be written as clearly as possible so there's no doubt what the lesson's goal is.


	Parts of a Goal/Objective
	<ul style="list-style-type: none"> ■ <u>Learner</u>: state as specifically as possible who the student is. ■ <u>Observable student behavior</u> – action verb specifying the learning outcome ■ <u>Criterion/Criteria</u> - level of proficiency to be performed as indicative of "mastery" of the behavior.

	Learners
	<p>Examples of learners:</p> <p><i>5th grade science students</i> <i>6th grade geography students</i> <i>High school biology students</i> <i>High school Algebra I students</i> <i>Ninth grade English students</i></p>

	Observable Student Behavior
	<ul style="list-style-type: none"> ■ Behavior has to be written in observable/measurable terms, using <u>action</u> verbs. Do NOT use verbs such as <i>understand</i>, <i>know</i>, or <i>comprehend</i>. ■ Refer to the list of verbs in the handout about the cognitive taxonomies. ■ If two or more evaluators observed a student's performance, would they agree that he/she had demonstrated the learning outcome?

	Observable Student Behavior
	<p>Ninth grade English students will <u>correctly identify</u> all <u>five parts of an essay</u>.</p> 

	Stating Criterion Levels
	<p>Criterion level of acceptable performance specifies the level of achievement expected of the student to indicate "mastery" of the instructional objective.</p> <p>Ninth grade English students will correctly identify <u>all</u> five parts of an essay.</p>

	Stating Criterion Levels
	<p>Criterion levels can be stated many different ways:</p> <ul style="list-style-type: none"> ■ Number of items correct ■ Percentage of items answered correctly ■ Completion within certain time limit ■ Completion within certain degree of accuracy ■ Inclusion of essential features 

	In summary....
	<p>Goals/objectives consist of the following components:</p> <ul style="list-style-type: none"> ■ Learner ■ Observable student behavior ■ Criteria/criterion

	Examples of a Goal/Objective
	<p>Spanish I students will correctly use in written sentences pairs of subjects and regular -ar verbs in the present tense with 90% accuracy.</p> <p>Fifth grade science students will correctly explain all of the steps of the scientific method.</p>

	Example of a Goal/Objective
	<p>Seventh grade geography students will identify the seven continents on an unlabeled map of the world with 100% accuracy.</p> 